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ABSTRACT

This document contains the materials necessary to set up and implement the "School to Work Internship for Learning a Living" program. The guide is organized in four sections. The first section contains information about the following: participating businesses, program objective, job shadowing, paid internships, recruitment of teachers and students, applications, counseling, recruiting businesses, placing students, evaluation, the home high school, public relations, and labor laws. Contents of the second section are as follows: an employability checklist, SCANS (Secretary's Commission on Achieving Necessary Skills) competency list, application, field trip form, insurance forms, business tax exemption form, job-shadowing agreement, hours verification form, paid internship training plan and agreement, business contact form, student evaluation form and calendar. The last two sections include a presentation outline and slides and certificates of competency and appreciation. (KC)

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AVA

American Vocational Association Convention

Las Vegas, Nevada
December 11-14, 1997

S.K.I.L.L.

School to wor**K** **I**nternship for **L**earning a **L**iving

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S.K.I.L.L.

Job Shadowing
May 28, 1997

Participating Businesses

Americana Pure Country
Dr. Eric Boyden
Dr. Richard Mullins
Dr. Jim Pappas
Dr. Gary Warren
Dean Witter
Eldorado Hotel & Casino
John Wheeler & Associates
Kinder Care
Klaich Animal Hospital
KQLO Radio
KRNV TV
Marvin Picollo School
Midpoint, Inc.
Myers Realty
Nevada Physical Therapy
R.E.M.S.A.
Reno Hilton
Reno Police Department
Sparks Fire Department
Sparks High Sports Medicine
Sparks Spinal Clinic
St. Mary's Hospital
Theo. Gamboa
University of Nevada Sports Medicine
Wooster High Sports Medicine

Paid Internships
May 28, 1997

Participating Businesses

Contempo Casuals
Demers Optical
Dr. William O'Gara
Java Centrale
Kleinfelder Inc.
KOZZ Radio
Mallard Group-Midas Muffler
Marie Calendars
Metro Pawn
Nevada Employment Security
Prosperity Cleaners
R & E Fasteners
R & R Advertising
R.E.M.S.A.
Reno Chukars
Reno Food Distributors
Sak 'N Save
Sierra Schools Federal Credit Union
Sparks Recreation Department
Wells Fargo Bank

The objective of S.K.I.L.L. is to match a student's career interest with actual job site training. S.K.I.L.L. is part of an overall effort to facilitate a student's transition from school to work.

S.K.I.L.L. differs from a job placement program in that it has a specific school-based curriculum which integrates with a work-based training plan. Additionally, it provides the opportunity for a student to explore, through a placement at a business site, his or her career area of interest. The S.K.I.L.L. Program helps students to understand the educational requirements of the job and the reality of the daily duties. Activities are focused to increase the students' awareness of post secondary education and training opportunities. Such an experience results in students making informed career choices.

The Washoe County School District created the S.K.I.L.L. Program Coordinator position using Carl Perkins grant funds for Occupational Education. WCSD is now in its fourth year of this program. Subtle changes and refinements have been made to make the program run more efficiently. The original goals of the S.K.I.L.L. Program,

- to help students see the relevance of school to the world of work,
- to enhance the employability of students, and
- to meet the needs of local business and industry

are continuing to be realized.

The program now uses volunteer teachers at the Glenn Hare Occupational Center, business education teachers at the local high schools, the LEP class at Earl Wooster High School, and other teachers who volunteered. All teachers had their employability skills curriculum evaluated to meet core competencies (competencies common to all students) required to be taught.

At a minimum, students received 60 hours of group guidance and/or classroom instruction related to the following:

- career aptitude and interest assessment;
- career and education planning;
- general occupational Skills (interpersonal competencies needed to maintain employment, leadership skills);
- employability Skills (resume and portfolio development, interviewing skills, attendance and punctuality skills, dependability, courtesy, appearance, phone skills, and group skills).

After students have mastered the list of competencies to the cooperating teacher's satisfaction, they are eligible to participate in either of two options of the program. Option I is 60 hours of job shadowing experiences in one or many different environments. Option II is 140 hours of paid internship positions in the area of their choice.

S.K.I.L.L.

Job Shadowing

Students are required to job shadow or follow an employee around for a minimum of 60 hours. The hours may be done at one site or numerous sites. Students will ask questions and are permitted to operate equipment, under direct supervision, for educational purposes only. The student is not paid and therefore can not do work that benefits the company or displaces another employee.

Job shadowing activities may also include but are not limited to:

- a tour of the workplace including other company divisions,
- summarization of the job,
- hand-outs and samples where appropriate,
- observation of company/management meetings,
- rotation through other departments with other employees to aid the student's understanding of the inter-relationship of these departments, and
- emphasis on the basic skills (communication, math, computer, etc.) required in order to enter this career/job field.

The intern is responsible for completing course requirements and reports regarding their job shadowing experience. Reports are at the discretion of the participating teachers. These reports include asking the employee particulars about their education, training, responsibilities, schedule, etc., and then either give an oral or written report to the class. Students can learn much from each others experiences.

The intern/parent is responsible for:

- providing necessary transportation to the job shadowing site;
- securing the necessary insurance coverage provided by WCSD while intern is job shadowing;
- calling the business and making arrangements (date & time) for the job shadowing experience.

The intern may be required to sign a company confidentiality/non-disclosure form prior to the job shadowing experience.

All Parties Agree:

The program will comply with all federal, state and local labor laws, and will not discriminate in the employment policies, educational programs or activities for reasons of race, color, national origin, religion, sex, or handicap.

The job shadowing experience meets the related educational objectives provided by the S.K.I.L.L. Program, and is for the benefit of the students.
Students will not:

- displace regular employees,
- perform actual work,
- receive wages or benefits for job shadowing, or
- necessarily be entitled to a job at the conclusion of their job shadowing experience.

Good communications and understanding among all parties is vital if objectives of the program are to be met. Joint conferences will be held among employer, coordinator and others whenever parties feel it may be beneficial and for the following specific reasons:

- to periodically review the job shadowing experience progress;
- to discuss misunderstandings;
- to discuss reasons for termination of job shadowing.

The program may be terminated at any time by any of the parties, but all parties should be given sufficient notice.

In addition to the 60 hours of in-class employability skills and the 60 hours of job shadowing, students are responsible for another 30 hours of additional work outside of class. The can include, but is not limited to:

- calling the employer and setting up shadowing experiences;
- commuting to and from the place of work;
- writing and giving oral and written reports on experiences to the class;
- filling out evaluations;
- up-dating resumes and portfolios;
- keeping track of hours and other related paperwork.

Job Shadowing Program Benefits

Student Benefits:

- increased career awareness;
- preparation for future career/employment;
- application of classroom activities;
- practical experience;
- 1/2 credit for successful completion of all criteria.

Employer Benefits:

- become stakeholders in the educational system;
- better able to help create employability curriculum;
- get a feel for the caliber of students coming into the work force.

S.K.I.L.L.

Paid Internship

Students are required to work at a job for a minimum of 140 hours. The hours must be done at one site. Students will be paid by the employer and are permitted to operate equipment that is not forbidden by the Department of Labor. The student may be kept on if the company has an opening that they are qualified to fill.

The intern is responsible for completing course requirements and reports regarding their job. These reports include asking the employee particulars about their education, training, responsibilities, schedule, etc. The student is also responsible for getting the evaluation form filled out and returned every two weeks.

The intern/parent is responsible for:

- providing necessary transportation to the job site;
- securing the necessary insurance coverage provided by WCSD while intern is commuting from school to the job; (industrial insurance covers all employees at work)
- calling business and making arrangements (date & time) for job interview.

The intern may be required to sign a company confidentiality/non-disclosure form prior to the internship.

Responsibilities

Intern agrees to:

- Report to work promptly and regularly, and notify employer at once if illness or emergency prevents reporting to work.
- Observe the employer's rules and regulations, and show honesty, punctuality, courtesy, dependability, cooperative attitude, proper grooming habits, appropriate dress, and a willingness to learn.
- Attend all related classroom instruction, and furnish the instructor and/or coordinator with all necessary information and complete all required forms and assignments.
- Provide his/her own transportation to worksite and intern instruction site.
- Be evaluated by instructor and employer.
- Notify the employer and instructor or coordinator of problems in school or on the job which could affect performance.
- Notify the coordinator in advance of intent to resign, and immediately if dismissed from job.

Employer agrees to:

- Inform intern of company rules, regulations, policies, and the exact duties/responsibilities of his/her job.
- Provide direct supervision of intern's work.
- Assist intern to acquire competencies necessary to become more valuable to the business and to advance in the occupational field.
- Consult with instructor and/or coordinator regarding any difficulties, and to inform coordinator prior to terminating intern for purpose of intervention, if feasible.
- Sign/fill out periodic performance evaluations and verify intern's work hours.
- Participate with instructor and/or coordinator in preparing a training plan and list of job competencies to be attained by intern.
- Give student progressive and challenging work activities where feasible.
- Permit intern to attend related classroom instruction when scheduled by the intern instructor.

Coordinator agrees to:

- Work with employer, student, intern instructor and parents to provide the best possible training, and foster good communications among all parties.
- Monitor intern progress throughout program, and coordinate related classroom instruction.
- Make periodic visits to worksite to observe and consult with student and employer, and to assist employer with evaluations.
- Maintain intern school records to document competencies and performance evaluations.
- Recommend school credit upon successful completion of program.
- Constantly strive to improve program by seeking suggestions from all parties.

Parents/Guardian agrees to:

- Allow their child to participate in the S.K.I.L.L. Internship Program.
- Encourage the intern to effectively carry out their duties and responsibilities.
- Share the responsibility for the conduct of the intern while in the program.
- Be responsible for the arrangements, safety and conduct of the mode of transportation for the intern to their worksite and intern instruction site.
- Understand the intern may be terminated from the program upon violation of the terms, agreements, rules and regulations of the S.K.I.L.L. Program, resulting in a failing grade and lack of school credit.
- Give school and/or employer authorization to utilize emergency or common-sense medical procedures to respond to any injury of the intern as judged prudent and appropriate by school or employer.

All Parties Agree:

The program will comply with all federal, state and local labor laws, and will not discriminate in the employment policies, educational programs or activities for reasons of race, color, national origin, religion, sex, or handicap. The internship experience meets the related educational objectives provided by the S.K.I.L.L. Program, and is for the benefit of the students. Students are not necessarily entitled to a job at the conclusion of their internship experience.

Good communications and understanding among all parties is vital if objectives of the program are to be met. Joint conferences will be held among employer, coordinator and others whenever parties feel it may be beneficial and for the following specific reasons:

- to periodically review the internship progress;
- to discuss misunderstandings;
- to discuss reasons for termination of internship.

The program may be terminated at any time by any of the parties, but all parties should be given sufficient notice.

In addition to the 60 hours of in-class employability skills and the 140 hours of job shadowing, students are responsible for another 30 hours of additional work outside of class. The can include but not limited to:

- calling the employer and setting up interviews;
- commuting to and from the place of work;
- writing and giving oral and written reports on experiences to the class;
- filling out evaluations;
- up-dating resumes and portfolios;
- keeping track of hours and other related paperwork.

Internship Program Benefits

Student Benefits:

- increased career awareness;
- preparation for future career/employment;
- application of classroom activities;
- practical experience;
- 1 credit for successful completion of all criteria.

Employer Benefits:

- become stakeholders in the educational system;
- better able to help create employability curriculum;
- train employees with less risk of long term commitment.

Step 1: Recruitment of Teachers

The S.K.I.L.L. program is based on teachers volunteering to participate in the program. Each teacher must have their employability skills curriculum evaluated for completeness of core competencies skills. Any deficiencies are to be supplemented by the program coordinator. Yellow pages 1 and 2 show the evaluation checklist. The checklist is based on what the SCANS report says is needed and what the advisory committee says is needed.

SCANS is the Secretary's Commission on Achieving Necessary Skills produced by the federal government. The skills are broken down into three categories. Basic skills, thinking skills, and personal qualities. Yellow page 3 is a copy of those competencies

Teachers need to be able to integrate the new material into their curriculum easily. To begin the program, choose teachers that already have a fairly complete employability curriculum. These teachers will have an easier time adding any new materials and it will give your program a chance to show how good it is. Many teachers will be skeptical at first. Do not force them to participate. Tell them you will be back next year to recruit them again. Being successful with a few teachers will make recruiting easier next time.

Step 2: Recruitment of Students

You need to go into the individual classrooms and give a presentation on the program. White pages 1 through 12 are copies of my PowerPoint presentation that I run during my recruitment talk. White pages 13 & 14 are the outline of the presentation. I would recommend having an overhead copy along with the computer version. Many times technology changes from school to school.

This presentation lasts anywhere from 20 minutes to the entire class period depending on the number of questions students ask. Many students will seem interested at the time. Leave enough applications for every student. If you make the program voluntary, you will get the more motivated kids. Set a deadline to receive completed applications.

The classroom teacher is your biggest resource. Because you are placing students in the business community and you want this to be an on-going program, you must be careful which students are placed. The classroom teacher can help you with attendance issues and character issues. Having the competency checklist (yellow page 4) completed by the teacher before you decide to place students is a big asset.

Step 3: Applications

Students fill out the application on yellow pages 5 & 6. The front is basic information. On the reverse, there are places for the student to list their interests. There is also a place for students to put down possible work sites. This is a good way to get contacts.

Businesses that currently have students working are usually willing to take additional students. If they are unable to take any more students, many times they can refer you to someone else in the business. This is a very good source for recruiting other businesses. Many times businesses are a little unsure, but if you tell them that this student specifically asked to work at this company, it can be the final thing that makes them participate.

Application must be filled out completely and signed by the parents. I feel it is always best to keep the parents notified of everything. Give a deadline for applications to be returned to the classroom teacher so they may be returned to you. Placing students is very time consuming. Leave yourself several weeks to get the majority of that job done.

Step 4: Counseling

After you have the applications of all students participating, set up a time with the classroom teacher to meet with those students individually. It only takes a couple of minutes quietly with each student. It is not that disruptive to the rest of the class to go from student to student. At this time you need to meet the student and go over the application. This is a chance to fill in any missing information. Also this is the time to go over their areas of interest. I have found that many parents will tell their child to put down business when the student is really interested in music. I ask every student if this is what they really want to do. I feel the students will have a much better experience if they are doing what they really want to do and not what their parents want. This is the time to clarify their career choices and to possibly write down alternative areas.

At this time I also deliver to the student a field trip permission form that must be signed by the parent (yellow page 7). I also have a form regarding insurance (yellow page 8). It gives the parent the chance to purchase additional insurance from R.E. Stuert Co. It has two options for the parents. They can either purchase additional insurance or not. In either case, they must check the appropriate box, sign, and return. I will not refer a student out that does not have both of these forms signed and returned. These forms do not release the district from negligence liability. They are only to prove that the parents knew the children were participating and that they were made aware of additional insurance available.

Step 5: Recruiting Business

The biggest part of placing students is contacting businesses to participate. You have to remember that the purpose of business is to make money. Many times companies can not take the time to set up the internship right then. Many will say the owner will call you back. The biggest asset you can have is persistence. Take detailed notes of who you talk to and what names they throw out. The next time you call, you can ask for a specific name and that single fact can help you get past a good receptionist. Doctors are especially difficult. Knowing the name of the head nurse will gain you access to someone who can help you.

I begin by introducing myself and my program. I then ask if they are available to take a student as a job shadow (non-paid) or on an internship (paid). I explain how many students I have and a little about their interests. Business always wants to know how many kids and how many hours. I explain how we work the hours and what is required for each. If I get someone to commit, I set up an appointment to meet them in person. I take copies of all the forms needed to get the student working. Yellow page 9 is an example of the Nevada State Business Tax "Student Exemption" pursuant of AB 69. This provides additional incentive for businesses to participate in a qualified school-to-work program

Yellow pages 10-12 are examples of the paperwork needed for job shadowing. There is not much. I require a job description and duties to be performed. I have the students take this form home to be signed by the parents and returned to me. The hours worked sheet is one way to keep track of hours. I will also accept any paper signed and dated by the employer for the amount of hours shadowed.

Yellow pages 13-16 are examples of the paperwork needed for internships. I require the employer to fill out a job description and duties list. I also have a signed agreement regarding the days worked, hours worked, and rate of pay. The parents are also required to sign and return the forms to me.

It is my job to make sure that each of these employers are following child labor laws. There are several major areas that need to be checked on regarding safety and non-paid positions. Each state is different, but I would recommend every coordinator be an expert in their state's laws.

Step 6: Placing Students

After I set up the businesses, they are told that the students will contact them. I go to the schools and give each student a completed form like the one on yellow page 17. It is the students responsibility to call the employer and set up the interview date and time. The student is responsible for getting all paperwork completed, signed, and returned. If the student is hired for a paid internship, they must work out with the employer the days and hours worked and the wage to be paid. I tell the student and the employer the same thing about competitive employment. It is the employee's responsibility to know the rules of the company and breaking those rules can result in termination. I will not step in and try to mediate in obvious cases of student non-compliance with the rules.

After students are placed, it is the coordinator's job to evaluate them on the job. I will spot check different places of employment on different days. I will check to see that the student is present and working in a safe environment. I will briefly check with the supervisor for anything and go to the next intern site.

I require a evaluation checklist (yellow page 18) to be filled out by the immediate supervisor every two weeks until the 140 hours are complete. It is the student's responsibility to deliver the evaluation to the employer and return it to the S.K.I.L.L. office. Yellow page 19 is an example of the calendar that I give to each student when I give them the evaluation sheets.

Step 7: Evaluation

Students are evaluated in three ways. The first is by the employer. The evaluation every two weeks is scored into a percentage for the entire experience. Secondly, the classroom teacher will evaluate the students performance on the resume, portfolio, oral and written reports of the experience. Finally, the student must complete all the required hours of work. All three parts are considered for the final grade in the class.

Students that complete all the hours and classroom work satisfactorily receive a Competency Certificate. This certificate is an award on the front and it has the competencies mastered on the reverse. A copy of the certificate is included in the green section.

Step 8: The Home High School

The coordinator must work closely with each school. It is recommended to go and meet all the counselors at each site. They are the one who usually enroll the students. The coordinator must also get to know the registrar or the person that is in charge of putting grades on the transcript. Being a certified teacher, the schools have been able to list me as the teacher of record. It would also be possible to use the classroom teacher who is teaching employability skills. Another option may be to use the person who is in charge of independent study programs.

Step 9: Public Relations

You always want to take care of the people that are working with you. I started a newsletter to give to the students, teachers, and businesses that are participating. A copy of the first newsletter is included in the green section. Included in the newsletter is recognition for those involved and a calendar to remind everyone of important dates.

I also give certificates of appreciation to each participating teacher and to each participating employer. Copies of the certificates are located in the green section.

Labor Laws

Work-based training is for the benefit of the student. In the majority of cases, the student is a minor and thus the work placement is ultimately governed by the Child Labor Requirements under the 1990 revised Fair Labor Standards Act (FLSA). Since 1990, the Department of Labor (DOL) has increased its investigation into violations of these laws. Considering the fact that a violation of the law may result in fines of up to $10,000 per infraction, it is imperative for school personnel who are in any way responsible for the placement of students at community worksites, to know and understand the labor laws. Further, in the event of an investigation, a school district employee who knowingly violates federal or state labor law would not be covered by school district or teacher association liability insurance and individuals would be open to personal lawsuits.

One of the first things the coordinator must do is establish a rapport with the Department of Labor. I came to them with questions and they gave me options for solutions. I have followed their advice and I have not had any problems with them. I feel they are more open-minded because I came to them instead of trying to avoid them. The DOL has specific rules on when minors can work.

All states have child labor laws and compulsory school attendance laws. Unless otherwise exempt, minor employees must be paid minimum wage and overtime.

14 is the minimum age for employment in specified occupations outside school hours for limited periods of time each day and each week.

16 is the basic minimum age for employment. At 16 youths may be employed in any occupation, other than a nonagricultural occupations declared hazardous by the Secretary of Labor. Occupations declared hazardous by the Secretary of Labor are:

1. Manufacturing or storage occupations involving explosives;
2. Motor vehicle occupations;
3. Coal mine occupations;
4. Logging and sawmilling occupations;
5. Power-driven woodworking machine occupations;
6. Occupations involving exposure to radioactive substances and to ionizing radiations;
7. Power-driven hoisting apparatus occupations;
8. Power-driven metal forming, punching, and shearing machine operations;
9. Occupations in connection with mining, other than coal;
10. Occupations involving slaughtering, meat-packing or processing, or rendering;
11. Power-driven bakery machine occupations;
12. Power-driven paper-products machine occupations;
13. Occupations involved in the manufacture of brick, tile, and kindred products;
14. Occupations involved in the operation of power-driven circular saws, band saws, and guillotine shears;
15. Occupations involved in wrecking, demolition, and shipbreaking operations;

16. Occupations in roofing operations; and
17. Occupations in excavation operations.

18 is the minimum age for employment in nonagricultural occupations declared hazardous by the Secretary of Labor.

To protect the student, employer, school district, and specific program, it is advised that program coordinator be directly involved in the placement of students and thoroughly review the DOL Wage and Hour Division Publications #1330. This publication along with other pertinent material may be obtained by contacting your local DOL office. If one has a question regarding the legality of a work placement, it is best to contact DOL and obtain an accurate answer. Ignorance of the law is not a legal excuse especially when one considers that educators are held responsible for the safety and well being of the child.

The DOL has special exemptions for student-learners in Hazardous Occupations #'s 5, 8, 10, 12, 14, 16, and 17.

1. A student-learner is enrolled in a course of study and training in a cooperative vocational training program under a recognized State or local educational authority.

2. A student-learner is employed under a written agreement which provides:
   a. that the work of the student-learner in the occupations declared particularly hazardous shall be incidental to the training;
   b. intermittent and for short periods of time; and
   c. that such work shall be under the direct & close supervision of a qualified and experienced person;
   d. that safety instructions shall be given by the school and correlated by the employer with on-the-job training;
   e. that a schedule of organized and progressive work processes to be performed on the job shall have been prepared.

3. Each such written agreement shall contain the name of the student-learner, and shall be signed by the employer and the school coordinator or principal.

4. Copies of each agreement shall be kept on file by both the school and the employer.

THIS EXEMPTION FOR THE EMPLOYMENT OF STUDENT-LEARNERS MAY BE REVOKED IN ANY INDIVIDUAL SITUATION WHERE IT IS FOUND THAT REASONABLE PRECAUTIONS HAVE NOT BEEN OBSERVED FOR THE SAFETY OF MINORS EMPLOYED THEREUNDER.

Employability Checklist

Teacher Date

School Phone number

Topics	Covered	Partially	Not Covered	Comments
BASIC SKILLS				
Reading				
Writing				
Math				
Listening				
Speaking				
THINKING SKILLS				
Creative Thinking				
Decision-Making				
Problem-Solving				
Mind's Eye				
Knowing How To Learn				
Reasoning				
PERSONAL QUALITIES				
Responsibility				
Self-Esteem				
Sociability				
Self-Management				
Integrity				

EMPLOYABILITY SKILLS

Resume				
Cover letter				
Thank you letter				
Applications				
Interviewing Techniques				
Groom/Dress/Hygiene				
Punctuality/Attendance				

CAREER ASSESSMENT

CIS/Choices				
Portfolios				

UNIVERSAL SKILLS

Time Management				
Ethics				
Team Building				
Filing				
Answering Telephones				
Taking Messages				
Checkbooks				

Signature Date

Skills needed to be included in the curriculum.

Basic Skills:	**Reads, writes, performs, arithmetic and mathematical operations, listens and speaks.**
Reading:	locates, understands and interprets written information in prose, and in documents such as manuals, graphs, and schedules.
Writing:	communicates through ideas, information, and messages in writing, and creates documents such as letters directions, manuals, reports, graphs, and flowcharts.
Mathematics:	performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques.
Listening:	receives, attends to, interprets, and responds to verbal messages and other cues.
Speaking:	organizes ideas and communicates orally.
Thinking Skills:	**Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn and reason.**
Creative Thinking:	generates new ideas.
Decision-Making:	specifies goal and constraints, generates alternatives, considers risks, and evaluates and chooses best alternatives.
Problem-Solving:	recognizes problems and devises and implements plan of action.
Visualizing:	organizes and processes symbols, pictures, graphs, objects and other information.
Learn How to Learn:	uses efficient learning techniques to acquire and apply new knowledge and skills.
Reasoning:	discovers a rule or principle underlying the relationship between two or more objects and applies it in solving a problem.
Personal Qualities:	**Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty.**
Responsibility:	exerts a high level of efforts and perseveres toward goal attainment.
Self-esteem:	believes in own self-worth and maintains a positive self image.
Sociability:	demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings.
Self-Management:	assesses self accurately, sets personal goals, monitors progress, and exhibits self-control.
Integrity:	chooses ethical courses of action.

WASHOE COUNTY SCHOOL DISTRICT S.K.I.L.L. PROGRAM

Major Competency Areas

Internship Area/Placement_____

DIRECTIONS: This student has been evaluated using the rating scale below to indicate her/his degree of competency. The numerical ratings of 4, 3, 2, and 1 are not intended to represent the traditional school grading system of A, B, C, or D. The description associated with each of the numbers focus on level of student performance for each of the tasks listed below.

RATING SCALE:
4 = Skilled--can work independently with no supervision; excellent performance.
3 = Moderately Skilled--can perform job completely with limited supervision; satisfactory performance.
2 = Limited Skill--requires instruction and close supervision.
1 = No Exposure--no experience or knowledge in this area.

4	3	2	1	SKILL AREA:
				Attendance and punctuality
				Appearance/Grooming and Appropriate Dress
				Dependability/Reliability
				Attitude and Interest
				Quality of Work
				Initiative/Follows Through
				Judgement/Good Common Sense
				Cooperation/Works as a Team Member
				Ability to Learn; Grasps Ideas Quickly
				Quantity of Work
				Resumé Writing
				Filling Out Applications
				Interviewing Ability
				Job Seeking Ability
				Job Keeping Ability
				Completing Assignments

Washoe County School District Internship Program

S.K.I.L.L.

SCHOOL to WORK INTERNSHIP for LEARNING a LIVING

STUDENT APPLICATION

(PLEASE PRINT AND FILL IN EVERY BLANK)

PERSONAL INFORMATION

Name _____ Home Phone _____
Address _____ Counselor _____
_____ Home Phone _____
High School _____ Grade: 9 10 11 12 Age _____
Social Security # _ _ _ - _ _ - _ _ _ _ Date of Birth _ _/_ _/_ _
Father's Name _____ Occupation _____
Mother's Name _____ Occupation _____
Guardian's Name _____ With whom do you live? _____

WORK EXPERIENCE

Please list current and previous work experience

Name & Address of Employer _____
Job Duties _____
_____ Dates employed _____

Name & Address of Employer _____
Job Duties _____
_____ Dates employed _____

Name & Address of Employer _____
Job Duties _____
_____ Dates employed _____

Will you drive to your job? Yes No, my plans for transportation are:

Please list three teachers who would recommend you for the S.K.I.L.L. Program

Name	School	Title/Position

GENERAL INFORMATION

List all school and outside activities/organizations in which you participate _____
_____
_____
List any hobbies or interests _____
Number of days you were absent from school last semester _____
What days and times are you available to work? _____
_____

CAREER INTERESTS

What is your current career/occupational goal? _____
What type of internship training are you interested in? _____
_____
Why are you applying for placement in the S.K.I.L.L. Program? _____
_____
Given the opportunity to work for any company in the Reno area, which company would you choose and why? _____
List any occupational courses and other skills you have acquired (e.g. typing WPM, computer skills, carpentry, cooking, etc.) which relate to your work interest area. ____
_____
_____
What do you plan to do after graduation? _____
_____
What are your future education plans? _____
_____
What do you hope to be doing five years from now? _____

****

If I am accepted for enrollment in the S.K.I.L.L. Internship Program, I will accept the responsibilities required by both the employer and the school. I will take advantage of every opportunity which will improve my skills in both the classroom and the world of work. I understand this information is confidential, and that completing this form does not guarantee acceptance in the S.K.I.L.L. Program.

Applicant's Signature _____ Date _____

Parent/Guardian's Signature _____ Date _____

RETURN THIS APPLICATION TO: YOUR SCHOOL COUNSELOR or
Forrest Gorden, S.K.I.L.L. Program Coordinator
Glenn Hare Occupational Center
350 Hunter Lake Drive
Reno, NV 89509

The Washoe County School District does not discriminate in regard to race, color, national origin, sex, or handicapping condition.

Washoe County School District Internship Program

S.K.I.L.L.

School to worK Internship in Learning a Living

The S.K.I.L.L. Program involves active participation in after school activities directly related to the enrolled student's area of job or career interest. These activities occur away from the school premises. School district personnel will take all normal precautions to ensure student safety in all program activities and fieldtrips.

We appreciate your signing the bottom portion of this form authorizing us to allow your child to participate in the S.K.I.L.L. Program activities and fieldtrips.

****

I hereby give my consent for _____ to participate in the S.K.I.L.L Program activities of job shadowing, field trips, related classroom projects, and on-the-job internships at community businesses and industries.

I hereby expressly relieve, indemnify, save and hold harmless the Washoe County School District, the Board of Trustees of the District, and all agents or employees thereof against any and all liability or claims arising from injury or damage to person or property or both caused by or resulting from said child's acts, ommissions or conduct while involved in said activities or trips. I also release and relieve the aforementioned district and personnel from any and all liability or claims arising from injury or damage suffered or incurred by said child as a result of acts, ommissions or conduct of any person, other than the negligence of said district or personnel.

I understand that the Washoe County School District is not responsible for providing transportation to or from the S.K.I.L.L. Program activities. Further, I agree to hold harmless Washoe County School District; its insurers, agents, employees, and representatives, in any claims, demands or expenses arising out of travel to, or participation in, the S.K.I.L.L. Program activities and trips.

It is further understood that I shall have the responsibility of advising said child of the risks, which are known or should be known, of such activities and trips. I further agree to assume the responsibility of seeing that my child cooperates and conforms to the fullest extent with the school directions and instructions of the school officials in charge.

_____ _____

Parent Guardian Signature Student Signature

_____

Date

Washoe County School District Internship Program

S.K.I.L.L.

School to wor**K** **I**nternship in **L**earning a **L**iving

Dear Parent or Guardian:

Your son/daughter _____ has enrolled in the S.K.I.L.L. Program for this semester. Students are required to provide their own transportation to and from school and the worksite. The school district offers the enclosed R. E. Steuart Insurance Services plan to cover your child's involvement in these activities.

Please mark one option. Sign and return this form.

__ I have bought additional insurance from R. E. Steuart.

__ I choose not to purchase additional insurance.

_____ _____

Signature Date

BOB MILLER
Governor

MICHAEL A. PITLOCK
Executive Director

STATE OF NEVADA
DEPARTMENT OF TAXATION
Capitol Complex
Carson City, Nevada 89710-0003
Phone: (702) 687-4892 • Fax: (702) 687-5981
In-State Toll Free: 800-992-0900

LAS VEGAS OFFICE
Grant Sawyer Office Building
Suite 1300
555 E. Washington Avenue
Las Vegas, Nevada 89101
Phone: (702) 486-2300
Fax: (702) 486-2173

RENO OFFICE
4600 Kietzke Lane
Building O, Suite 263
Reno, Nevada 89502
Phone: (702) 688-1295
Fax: (702) 688-1303

NEVADA STATE BUSINESS TAX

"STUDENT EXEMPTION"

Pursuant to Assembly Bill No. 69, which became effective July 1, 1995, a business may exclude the total numbers of hours worked by a student in a quarter as well as, an equal number of hours worked by one full-time or one part-time employee in a quarter. The student must have been hired as part of a program supervised by a school district which combines work and study.

The June 1996 quarterly business tax returns will reflect a revision which provides a line for exempt hours in the calculation portion of the tax return. Tax returns filed for the quarters ending September 1995, December 1995, and March 1996 should indicate a total hours figure (line 4) which includes applicable exempt hours even though an exemption line did not appear on the return.

Questions concerning Nevada Business Tax should be directed to one of the Department of Taxation's district offices.

WCSD INTERNSHIP PROGRAM
S.K.I.L.L.
"SCHOOL to WORK INTERNSHIP for LEARNING a LIVING"

JOB SHADOWING AGREEMENT

EMPLOYER ACCEPTANCE:

_____ hereby acknowleges their participation as a Job Shadowing Site for Washoe County School District's S.K.I.L.L. Program during the fall / spring semester of the 199 - school year.

IT IS UNDERSTOOD:

- "Job Shadowing" involves an intern observing a real worker performing his or her job in the actual work setting. It may also involve "simulated" operations of the facilities. For example, an employee shows an intern how a camera is operated then allows the intern to try for the purpose of understanding and experiencing "camera operating". However, the student does not actually operate a camera for a period of time in order to produce work for the company. Job shadowing activities may also include but are not limited to (1) a tour of the workplace including other company divisions, (2) summarization of the job, (3) hand-outs and samples where appropriate, (4) observation of company /management meetings, (5) rotation through other departments with other employees to aid the intern's understanding of the inter-relationship of these departments, (6)emphasis on the basic skills (communication, math, computer, etc.) required in order to enter this career / job field.
- The intern is responsible for completing course requirements and reports regarding their job shadowing experience. These reports include asking the employee particulars about their education, training, responsibilities, schedule, etc.
- The intern is responsible for and will provide necessary transportation to the job shadowing site.
- The intern/parent is responsible in securing the necessary insurance coverage provided by WCSD while intern is job shadowing.
- The intern is responsible for calling business and making arrangements (date & time) for job shadowing experience.
- The intern may be required to sign a company confidentiality/non-disclosure form prior to the job shadowing experience.

ALL PARTIES AGREE:

The program will comply with all federal, state and local labor laws, and will not discriminate in the employment policies, educational programs or activities for reasons of race, color, national origin, religion, sex or handicap.

The job shadowing experience meets the related educational objectives provided by the S.K.I.L.L. Program, and is for the benefit of the students. Students will not displace regular employees, will not perform actual work, do not receive wages or benefits for job shadowing, and are not necessarily entitled to a job at the conclusion of their job shadowing experience.

Good communications and understanding among all parties is vital if objectives of the program are to be met. Joint conferences will be held among employer, coordinator and others whenever two or more parties feel it may be beneficial and for the following specific reasons: to periodically review the job shadowing experience progress; to discuss misunderstandings; to discuss reasons for termination of job shadowing. The program may be terminated at any time by any of the parties, but all parties should be given sufficient notice.

This document establishes an agreement between the school and the employer on the condition of job shadowing opportunities offered to interns enrolled in the S.K.I.L.L. Program. It should not be interpreted as a legal instrument nor as any form of binding contract.

We, the undersigned, agree to the terms and statements contained in this agreement. Date____

EMPLOYER _____ S.K.I.L.L. COORDINATOR _____

STUDENT _____ PARENT/GUARDIAN _____

KV 9 95

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RESPONSIBILITIES

INTERN AGREES TO:

- Report to job shadowing assignment promptly, notify employer and S.K.I.L.L. coordinator at once if illness or emergency prevents reporting.
- Observe the employer's rules and regulations, and show honesty, punctuality, courtesy, dependability, cooperative attitude, proper grooming habits, appropriate dress, and a willingness to learn.
- Attend all related classroom instruction.
- Turn in completed job shadowing report and related assignments to instructor promptly (within two weeks after job shadowing experience).
- Provide his/her own transportation to job shadowing site.
- Sign a company non-disclosure statement, if required, and maintain this confidence.

EMPLOYER AGREES TO:

- Permit intern to observe a real employee performing his/her job in the actual work setting.
- Inform intern of company rules, regulations, policies, and the exact duties / responsibilities of the job being shadowed.
- Provide a tour of the work place and explain the various departments and systems and their inter-relationships.
- Provide handouts and samples where appropriate.
- Allow intern to "simulate" certain aspects of a job where appropriate and beneficial.
- Understand that intern is there to observe and learn about job, but not to work.
- EMPHASIZE the skills and training the job requires; specifically as it relates to English / communication skills, math / calculation skills, and computer skills.
- Encourage mentoring relationships when feasible.

COORDINATOR AGREES TO:

- Work with employer, student, intern instructor and parents to provide the best possible job shadowing experience
- Monitor intern progress throughout program, and coordinate related classroom instruction.
- Make periodic contact with job shadowing sites to provide assistance as needed.

- Maintain intern's school records to document job shadowing experiences.
- Recommend school credit upon successful completion of program.
- Constantly strive to improve program by seeking suggestions from all parties.

PARENTS/GUARDIAN AGREE TO:

- Allow his/her son/daughter to participate in the S.K.I.L.L. Internship Program.
- Encourage the intern to effectively carry out his/her duties and responsibilities.
- Share the responsibility for the conduct of the intern while in the program.
- Be responsible for the arrangements, safety and conduct of the mode of transportation for the intern to his/her worksite and intern instruction site.
- Understand the intern may be terminated from the program upon violation of the terms, agreements, rules and regulations of the S.K.I.L.L. Program, resulting in a failing grade and lack of school credit.
- Give school and/or employer authorization to utilize emergency or common-sense medical procedures to respond to any injury of intern as judged prudent and appropriate by school or employer.

W.C.S.D. INTERNSHIP PROGRAM
S.K.I.L.L.
"SCHOOL TO WORK INTERNSHIP IN LEARNING A LIVING"

Verification of Student Hours

STUDENT NAME:	HOME SCHOOL:
INTERNSHIP SITE.	SUPERVISOR / EMPLOYER:

Please Record All Hours Below:

Month of _____ **19__**

	S	M	T	W	Th	F	S
Week of _____							
Week of _____							
Week of _____							
Week of _____							
Week of _____							

Total Hours: _____

To: Employer / Internship Site Supervisor:

Your cooperation in verifying this student's working / training hours is appreciated. This verification is required for our record-keeping process.

I verify that the above-named student was present during this attendance period.

_____ _____

Signature of Employer / Supervisor Date signed

23

Student _____ Worksite _____

High School _____ Semester: ☐ Fall ☐ Spring Year _____

S.K.I.L.L. Program

School to worK Internship in Learning a Living

WORK-BASED TRAINING PLAN

140 paid hours

This plan is developed through the cooperative efforts of the employer, student, program coordinator and instructor. The training plan addresses the five worker competencies as identified by the U.S. Department of Labor. These five competencies are explained on the reverse side.

AREA 1. USE OF RESOURCES:

AREA 2. INTERPERSONAL SKILLS:

AREA 3. ACQUIRING & USE OF INFORMATION:

AREA 4. UNDERSTANDING OF SYSTEMS:

AREA 5. USE OF TECHNOLOGY & EQUIPMENT:

SKILLS NEEDED TO BE AN EFFECTIVE WORKER

Five Competencies

(SCANS: Secretary's Commission on Achieving Necessary Skills)

RESOURCES: Identifies, organizes, plans and allocates resources.

A. TIME -- selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.
B. MONEY -- uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives.
C. MATERIAL AND FACILITIES -- acquires, stores, allocates, and uses material or space efficiently.
D. HUMAN RESOURCES -- assesses skills and distributes work accordingly, evaluates performance and provides feedback.

INTERPERSONAL: Works with others.

A. PARTICIPATES AS MEMBER OF A TEAM -- contributes to group effort.
B. TEACHES OTHERS NEW SKILLS.
C. SERVES CLIENTS/CUSTOMERS -- works to satisfy customer's expectations.
D. EXERCISES LEADERSHIP -- communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.
E. NEGOTIATES -- works toward agreements involving exchange of resources, resolves divergent interests.
F. WORKS WITH DIVERSITY -- works well with men and women from diverse backgrounds.

INFORMATION: Acquires and uses information.

A. ACQUIRES AND EVALUATES INFORMATION.
B. ORGANIZES AND MAINTAINS INFORMATION.
C. INTERPRETS AND COMMUNICATES INFORMATION.
D. USES COMPUTERS TO PROCESS INFORMATION.

SYSTEMS: Understands complex inter-relationships.

A. UNDERSTANDS SYSTEMS -- knows how social, organizational, and technological systems work and operates effectively with them.
B. MONITORS AND CORRECTS PERFORMANCE -- distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunctions.
C. IMPROVES OR DESIGNS SYSTEMS -- suggests modifications to existing systems and develops new or alternative systems to improve performance.

TECHNOLOGY: Works with a variety of technologies.

A. SELECTS TECHNOLOGY -- chooses procedures, tools or equipment including computers and related technologies.
B. APPLIES TECHNOLOGY TO TASK -- understands overall intent and proper procedures for setup and operation of equipment.
C. MAINTAINS AND TROUBLESHOOTS EQUIPMENT -- prevents, identifies, or solves problems with equipment, including computers and other technologies.

WCSD INTERNSHIP PROGRAM
S.K.I.L.L.
"SCHOOL to WORK INTERNSHIP for LEARNING a LIVING"

TRAINING AGREEMENT

STUDENT_____	**EMPLOYER**_____
HIGH SCHOOL _____	ADDRESS _____
SOC. SEC. NO. _____	_____
HOME TEL. NO. _____	TEL. NO. _____
AGE _____	SUPERVISOR_____
SEMESTER_____	TITLE _____
CAREER INTEREST_____	INTERN AREA/JOB_____

SCHEDULE:

Work Days (circle all that apply): M Tue W Th F S Sun

Hours:_____ Wage:_____/hr

Training Period From_____ To_____

ALL PARTIES AGREE:

The program will comply with all federal, state and local labor laws, and will not discriminate in the employment policies, educational programs or activities for reasons of race, color, national origin, religion, sex or handicap.

The worksite training meets the related educational objectives provided by the school program, and is for the benefit of the student. The student will not displace regular employees, and is not necessarily entitled to a job at the conclusion of the internship period.

Good communication and understanding among all parties is vital if objectives of the program are to be met. Joint conferences will be held among student, employer, coordinator and others whenever two or more parties feel it may be beneficial and for the following specific reasons: to periodically review the student's progress; to discuss misunderstandings; to discuss reasons for termination of internship training. The program may be terminated at any time by any of the parties, but all parties should be given sufficient notice.

This document establishes an agreement between the school district and the employer based on the conditions of training to be given to the student while on the job. It should not be interpreted as a legal instrument nor as any form of binding contract.

We, the undersigned, agree to the terms and statements contained in this agreement.

Date_____

STUDENT_____ EMPLOYER _____

PARENT/GUARDIAN _____ S.K.I.L.L. COORDINATOR_____

WHITE: S.K.I.L.L. OFFICE YELLOW: EMPLOYER PINK: STUDENT/PARENT

RESPONSIBILITIES

INTERN AGREES TO:

- Report to work promptly and regularly, and notify employer at once if illness or emergency prevents reporting to work.
- Observe the employer's rules and regulations, and demonstrate honesty, punctuality, courtesy, dependability, cooperative attitude, proper grooming habits, appropriate dress, and a willingness to learn.
- Attend all related classroom instruction, furnish the instructor and/or coordinator with all necessary information, and complete all required forms and assignments.
- Provide his/her own transportation to worksite and intern instruction site.
- Be evaluated by instructor and employer.
- Notify the employer and instructor or coordinator of problems in school or on the job which could affect performance.
- Notify the coordinator in advance of intent to resign, and <u>immediately</u> if dismissed from job.

EMPLOYER AGREES TO:

- Inform intern of company rules, regulations, policies, and the exact duties / responsibilities of his/her job.
- Provide direct supervision of intern's work.
- Assist intern to acquire competencies necessary to become more valuable to the business and to advance in the occupational field.
- Consult with instructor and/or coordinator regarding any difficulties, and to inform coordinator *prior* to terminating intern for purpose of intervention, if feasible.
- Sign/fill out periodic performance evaluations and verify intern's work hours.
- Participate with instructor and/or coordinator in preparing a training plan and list of job competencies to be attained by intern.
- Give student progressive and challenging work activities where feasible.
- Permit intern to attend related classroom instruction when scheduled by the intern instructor.

COORDINATOR AGREES TO:

- Work with employer, student, intern instructor and parents to provide the best possible training, and foster good communication among all parties.
- Monitor intern progress throughout program, and coordinate related classroom instruction.
- Make periodic visits to worksite to observe and consult with student and employer, and to assist employer with evaluations.
- Maintain intern school records to document competencies and performance evaluations.
- Recommend school credit upon successful completion of program.
- Constantly strive to improve program by seeking suggestions from all parties.

PARENTS/GUARDIAN AGREE TO:

- Allow his/her son/daughter to participate in the S.K.I.L.L. Internship Program.
- Encourage the intern to effectively carry out his/her duties and responsibilities.
- Share the responsibility for the conduct of the intern while in the program.
- Be responsible for the arrangements, safety and conduct of the mode of transportation for the intern to his/her worksite and intern instruction site.
- Understand the intern may be terminated from the program upon violation of the terms, agreements, rules and regulations of the S K I L L Program, resulting in a failing grade and lack of school credit.
- Give school and/or employer authorization to utilize emergency or common-sense medical procedures to respond to any injury of intern as judged prudent and appropriate by school or employer.

Name of Company _____

Contact Person _____

Phone Number _____

Address _____

City State Zip _____

Call by _____

DON'T FORGET TO IDENTIFY YOURSELF AS A S.K.I.L.L. STUDENT

Name of Company _____

Contact Person _____

Phone Number _____

Address _____

City State Zip _____

Call by _____

DON'T FORGET TO IDENTIFY YOURSELF AS A S.K.I.L.L. STUDENT

Name of Company _____

Contact Person _____

Phone Number _____

Address _____

City State Zip _____

Call by _____

DON'T FORGET TO IDENTIFY YOURSELF AS A S.K.I.L.L. STUDENT

Washoe County School District S.K.I.L.L.* Program

• SCHOOL TO WORK INTERNSHIP FOR LEARNING A LIVING

Student/Trainee_____ Date_____

High School_____ Company_____

PERIOD COVERED FROM:_____ TO:_____

EMPLOYER: In the boxes below, please check the phrase which best describes this worker most accurately. Any additional comments you wish to make will be helpful.

ATTITUDE and INTEREST
- ☐ Enthusiastic
- ☐ Interested
- ☐ Satisfactory
- ☐ Somewhat indifferent
- ☐ Not interested

ATTENDANCE
- ☐ Always present
- ☐ Seldom absent without good cause
- ☐ Occasionally absent
- ☐ Frequently absent

QUANTITY OF WORK
- ☐ Usually high output
- ☐ More than expected
- ☐ Satisfactory
- ☐ Less than expected
- ☐ Below minimum requirements

ADAPTABILITY
- ☐ Excellent team member
- ☐ Good team worker
- ☐ Cooperates satisfactorily
- ☐ Has difficulty with others
- ☐ Antagonizes other workers

PUNCTUALITY
- ☐ Always on time
- ☐ Seldom late without good cause
- ☐ Occasionally late
- ☐ Frequently late

DEPENDABILITY
- ☐ Entirely dependable
- ☐ Requires little supervision
- ☐ Satisfactory
- ☐ Sometimes neglectful/forgetful
- ☐ Unreliable

ABILITY TO LEARN
- ☐ Grasps ideas very quickly
- ☐ Above average
- ☐ Satisfactory
- ☐ Rather slow to learn
- ☐ Very slow

APPEARANCE
(appropriate for job)
- ☐ Excellent
- ☐ Good
- ☐ Fair
- ☐ Poor

INITIATIVE
- ☐ Follows through
- ☐ Goes ahead reasonably well
- ☐ Satisfactory
- ☐ Somewhat lacking
- ☐ Lazy

QUALITY OF WORK
- ☐ Excellent
- ☐ Above average
- ☐ Satisfactory
- ☐ Below average
- ☐ Very poor

Do Not Write In This Space
COORDINATOR'S USE ONLY!

Total Points _____

Grade: ☐

JUDGMENT
- ☐ Displays good common sense
- ☐ Usually does the right thing
- ☐ Satisfactory
- ☐ Sometimes uses poor judgment
- ☐ Very poor - rash

COMMENTS: Any strength or weakness shown by the student/trainee_____

_____

_____

_____

This evaluation has been explained to me.

___ I agree ___ I disagree

_____ Signature of Student/Trainee

_____ Signature of Supervisor/Employer

I need an evaluation filled out, signed and returned every two weeks They can be returned through school mail by your teacher or directly to me at

Forrest Gorden
Glenn Hare Occupational Center
350 Hunter Lake Dr
Reno, NV 89509

These will start on February 19 and continue until you are finished with the 140 hours of internship

Due dates:

February 19, 1997
March 5, 1997
March 19, 1997
April 9, 1997
April 23, 1997
May 7, 1997
May 21, 1997

The final day to have all hours completed is May 23, 1997. Please send me copies of your pay stubs or a verification of hours worked along with the evaluations. This allows me to keep closer track of everyones hours.

If you have any questions please call me at 333-5351.

Forrest Gorden

1. S.K.I.L.L.

   School to worK Internship in Learning a Living

2. 60 hours of employability skills
   - Resume
   - Application
   - Interviewing skills
   - Punctuality
   - Getting/Keeping a job
   - Dress appropriately for the job

3. Basic skills
   - Reading
   - Writing
   - Math
   - Listening
   - Speaking

4. Thinking skills
   - Critical thinking
   - Reasoning
   - Anticipating business needs
   - Reading graphs and charts

5. Personal skills
   - Motivation
   - Organization
   - Time management
   - Self-esteem
   - Confidence

6. Two options for credit

   Option I
   - 60 hours of job shadowing
   - 1/2 credit

7. Two options for credit

   Option II
   - 140 hour internship (paid employment)

- 1 credit

Student Benefits

- More employable
- More experience in the workplace
- Useful skills for any job
- Networking
- Earn extra credits for graduation

Teacher Benefits

- Seeing their lessons used in the business workplace.
- A new source of supplemental curriculum.
- A chance to expand the Company concept.

Counselor Benefits

- More classes to enroll students.
- Classes the students see worth in taking.

Employer Benefits

- Train students for the world of work.
- A connection between school and work.
- Community involvement.
- Tax deduction.

S.K.I.L.L.

School to worK Internship in Learning a Living

S.K.I.L.L.

School to wor**K** **I**nternship in
Learning a **L**iving

60 hours of employability skills

- Resume
- Application
- Interviewing skills
- Punctuality
- Getting/Keeping a job
- Dress appropriately for the job

Basic skills

- Reading
- Writing
- Math
- Listening
- Speaking

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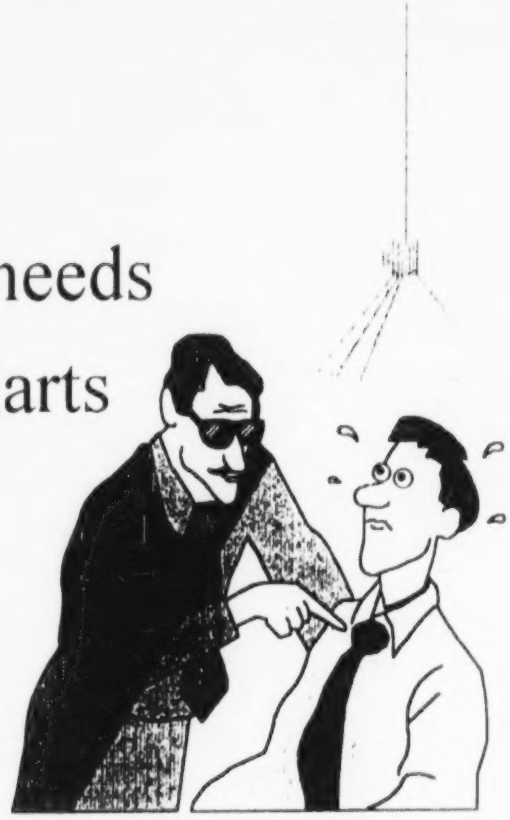
Thinking skills

- Critical thinking
- Reasoning
- Anticipating business needs
- Reading graphs and charts



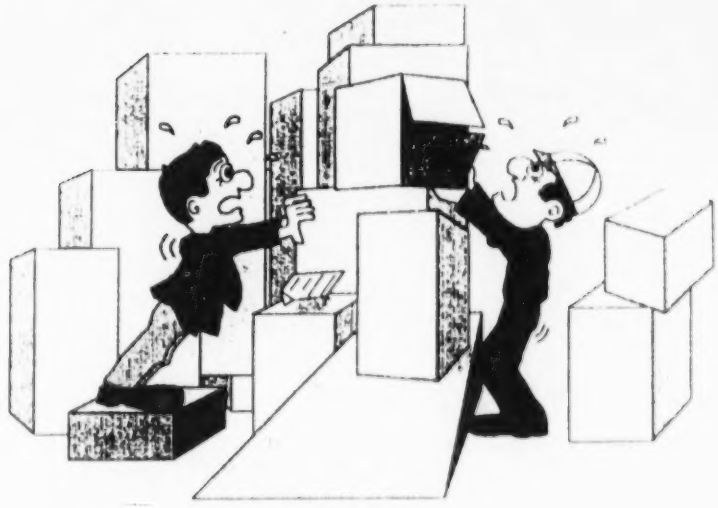
Personal skills

- Motivation
- Organization
- Time management
- Self-esteem
- Confidence

Two options for credit

Option I

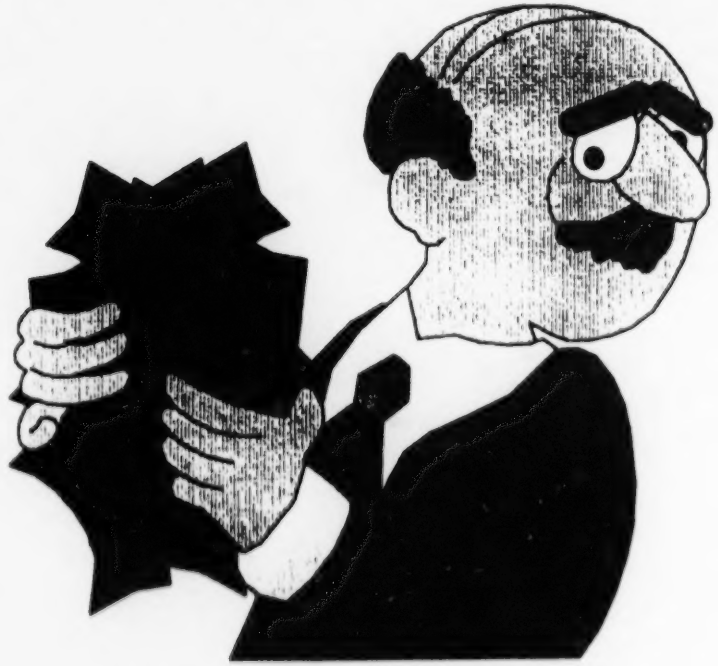
- 60 hours of job shadowing
- 1/2 credit



Two options for credit

Option II

- 140 hour internship (paid employment)
- 1 credit



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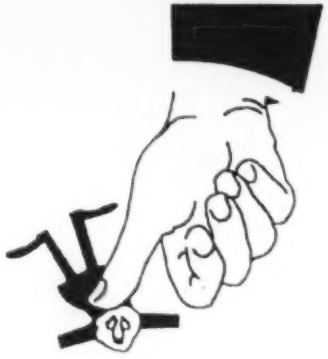

Student Benefits

- More employable
- More experience in the workplace
- Useful skills for any job
- Networking
- Earn extra credits for graduation

Teacher Benefits

- Seeing their lessons used in the business workplace.
- A new source of supplemental curriculum.
- A chance to expand the Company concept.

Counselor Benefits

- More classes to enroll students.
- Classes the students see worth in taking.

Employer Benefits

- Train students for the world of work.
- A connection between school and work.
- Community involvement.
- Tax deduction.

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S.K.I.L.L.

School to wor**K** **I**nternship in
Learning a **L**iving

Competency Certificate

This is to certify that:

_____

Achieved the performance levels acknowledged on the reverse side for the Washoe County School District's

S.K.I.L.L. PROGRAM

(School to worK Internship in Learning a Living)

And is therefore recognized

This _____ Day of _____, 19____

_____ Program Instructor

_____ Program Coordinator

S.K.I.L.L. PROGRAM
(School to worK Internship in Learning a Living)

Certificate of Appreciation

This certificate is presented to:

_____

by the Washoe County School District's S.K.I.L.L. Program
in appreciation of their participation as an internship site
during the 1995-96 school year.

Recognized

This _____ Day of _____, 19____

_____ _____

Superintendent of Schools S.K.I.L.L. Program Coordinator

S.K.I.L.L. PROGRAM
(School to worK Internship in Learning a Living)

Certificate of Appreciation

This certificate is presented to:

_____

by the Washoe County School District's S.K.I.L.L. Program in appreciation for providing job shadowing opportunities during the 1995-96 school year.

Recognized

This _____ Day of _____, 19____

_____ _____

Superintendent of Schools S.K.I.L.L. Program Coordinator